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EDITORIAL NOTES

The retirement from administrative work of President Angell at the close of the present academic year is an event of scarcely less interest to those engaged in secondary education than to those whose work is primarily with the college and the university; it is significant not only for the alumni of the University of Michigan, but for the whole teaching profession.

PRESIDENT ANGELL AND SECONDARY EDUCATION

It is not easy to estimate just how much of our educational advance is due to any one man. It is the significance of institutions that they take up, combine, and make effective for human progress the activities and talents of a great number. President Angell, himself, in responding at a recent gathering to the tributes of Michigan alumni, said with as much sincerity as modesty: "It is the University that has made me, not I that have made the University." But it is none the less true that the most important feature of the educational progress during the past generation has been the development of the state systems of education. In this work Michigan has been the leader, and whatever the merit of others in imitation and co-operation, the fact remains that a very large measure of the credit for the sane and steady advance of democracy in this respect, for the firm hold which higher education has upon the affections of all classes, and upon the intelligent judgment of the legislative bodies, is due to the singular good sense, the single-mindedness of aim, the gracious personality, and the genuine human interest which have made President Angell more than any other a representative of the movement.

The administrative agency for much of this new movement has been the system of accrediting the work of the high schools. This has resulted not only in improving the equipment and instruction of the high schools, in broadening the curriculum of the colleges, and in substituting a less terrifying test of ability, but also is likely to prove a most important factor in making it increasingly possible to give boys and girls the training best suited to their present growing life, rather than that which is primarily intended to fit them for later courses, at the expense, if need be, of vital interest and wholesome development.

The principle of this new departure had been adopted by the faculty of the university the year before Dr. Angell became president. Professors Olney and Frieze, to whom our schools owe so much in other ways, had worked out the plan which had been suggested by the German system of matriculating the graduates of the gymnasia. But the arrangement was still to be made to work. In the early years of his administration Presi-

dent Angell devoted a large measure of his own time and effort to make the scheme effective. He visited the schools of the state, conferred with teachers and officials, criticized, advised, and encouraged until the relations of mutual helpfulness and confidence were established. It is natural to believe that the ultimate reason for his success was that he was actuated fundamentally, not by regard for either university or high schools as such, but by the more immediately human desire that, as he puts it, every child in every home in the state should see an open door before him to the opportunities of higher education and largest usefulness. That this door stands open more widely than ever before and that the face of the American people is set steadily in this direction, is a sufficient source of satisfaction to one who has had a conspicuous part in the work.

But the *School Review* desires to extend its felicitations, not only as a representative of secondary education, but as a representative of a great body of teachers. Every member of a profession is in part made what he is by the spirit and standing of the profession.

PRESIDENT ANGELL AND THE TEACHING PROFESSION The teacher's profession, wherever Dr. Angell's influence has gone, stands higher in public esteem, its spirit is broader, because of that influence. Many types of men who have contributed in one form or another to give distinction to the profession and to enlarge its field have recently been prominently before the public because of death or retirement from active duty: Gilman, the organizer of investigation; Harper, whose vision for large things was joined with contagious enthusiasm and tireless executive energy; Harris, the philosophic administrator; Garman, the inspiring teacher; Mrs. Palmer, the vital and sympathetic agent of the new movement for higher education of women; Eliot, the masterful leader in new ways, the scholar speaking with authority in public affairs; Tucker, the embodiment of moral earnestness and commanding personal influence; Seelye, the sagacious and prudent administrator of a freer type of woman's college. If we should hazard a guess at what will be President Angell's most distinctive contribution, it would be, on the one hand, his sagacity and common-sense in dealing with affairs and with men, and on the other, his strong human interest which has enabled him not only to attach to himself and to his institution a great body of friends, but to direct educational work more broadly and deeply than perhaps he himself could appreciate at the time. He has been fond of saying that it is the great privilege of the teacher that his work with young people tends to keep him young in spirit. Certainly he is himself a notable illustration of his doctrine. But we suspect that here as in so many other cases environment alone is not the whole story. "We do receive but what we give," and if we teachers would find in our pupils the secret of perpetual youth we must bring the broad and fine human sympathy which has made President Angell the object not only of respect but of affection.

J. H. T.